

Parsippany-Troy Hills School District

# Library Media K-5

A Course Outline for Library Media

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- September 2014, 2017

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February 25, 2016

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## STATEMENT OF PURPOSE

The Media curriculum for Grades K-5 is focused on helping students acquire and maintain skills in research, interpretation, synthesis and evaluation of information from all forms of media. The primary objective is to foster information literacy by helping students become independent users of library media services. An additional objective is to cultivate a positive attitude toward the library media center as a resource for personal and aesthetic growth through reading, listening, and viewing.

Modifications and Adaptions: For guidelines on how to modify and adapt curricula to best meet the needs of all students, instructional staff should refer to the following link - <https://goo.gl/an7Zab>. Instructional staff of students with Individualized Education Plans (IEPs) must adhere to the recommended modifications outlined in each individual plan

## **THE LIVING CURRICULUM**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

## **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

## **GENERAL GOALS**

**I            ORGANIZATION OF RESOURCES**

Students will learn how information is organized in the library media center and in the community.

**II            INFORMATION LITERACY**

Students will select and evaluate appropriate media sources for specific information needs.

Students will develop search strategies to focus their information-gathering.

Students will use critical reading, viewing and listening skills to make judgments.

Students will communicate ideas in a variety of formats: print, audio, video, multimedia. Students will demonstrate the ethical use of information (copyright, plagiarism, bibliographic citations).

**III            LITERATURE APPRECIATION**

Students will comprehend and evaluate media in various formats.

Students will increase personal and aesthetic growth through reading for pleasure and lifelong learning.

Students will understand literary genres.

Students will communicate what has been learned, valued, or enjoyed.

**GRADING PROCEDURES**

Student progress is assessed by the media specialist and grades are recorded as they apply to individual assignments. Media Specialists are assessing information retrieval skills and preparing students to meet Student Growth Objectives, per the State of New Jersey Requirements.

<p><b>Marking System</b></p>
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**Academic Achievement**

- 4 - **Exceeds Standards** - Consistently grasps, applies and extends key concepts, processes and skills 3  
 - **Meeting Standards** - Grasps and applies key concepts, processes and skills.  
 2 - **Approaching Standards** - Beginning to grasp and apply key concepts, processes and skills.  
 1 - **Needs Support** - Not grasping key concepts, processes and essential questions. N/A - Not assessed at this time.

**Individual Development - Work and Study Habits C**

- **Consistently**  
 U - **Usually** S -  
**Sometimes** I -  
**Infrequently**

Parent - Teacher communication is encouraged. If you have a specific question about the progress of your child, please call to ask to have a teacher return your call.

It is imperative that parents understand the grading and attendance policies as approved by the Board of Education. The complete policies are printed in the student handbook. Parents should familiarize themselves with these policies. For future clarification, call you school.

## EVALUATION / ASSESSMENT

**Summative Assessments** – are assessments, which are administered at the end of each main topic or unit to assess the student’s mastery of the proficiencies and content. These assessments can include, but are not limited to, tests, essays, and presentations

**Formative Assessments** – are assessments, which are meant to be building blocks leading toward the mastery of the proficiencies. These assessments can include, but are not limited to debating, open-ended responses, quizzes, application of technology in multimedia presentations, and student questioning and responding to teacher feedback and guidance. These assessments can be ongoing and will likely require student reflection and revision in order to achieve mastery.

### PARSIPPANY-TROY HILLS TOWNSHIP COURSE PROFICIENCIES

Course: Library Media K -5

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above-named course.

The student will:

### **Organization of resources**

1. demonstrate an awareness of media center rules and procedures
2. demonstrate proper use and care of media center materials and equipment.
3. identify types of media center materials
4. locate various sections of the media center
5. recognize and comprehend vocabulary of library/information skills
6. demonstrate an awareness of alphabetical order in organizing information
7. be introduced to the location of materials through navigation of the OPAC

### **Information literacy**

8. use information (recall, paraphrase, extend) that is listened to and/or viewed.
  9. identify, locate and utilize various components of print materials, ex. Tables of contents, index and glossary.
  10. demonstrate an understanding of basic reference source (map, atlas, dictionary, encyclopedia)
  11. recognize the need to give credit to a source of information
  12. examine the need for privacy and safety when using the Internet
  13. recognize that information is available through various community resources, including museums and the public library
- Literature Exploration**

14. develop an interest in and appreciation of literature
15. demonstrate effective listening skills and comprehension
16. distinguish between fiction and non-fiction
17. demonstrate awareness and understanding of literary genres
18. examine and identify different types of illustrations
19. compare writing styles and life influences through author/illustrator study
20. recognize award-winning literature and develop an awareness of why an award is given
21. develop independent selection of appropriate materials for curricular and recreational needs
22. evaluate web-based information critically and competently
23. become aware of historical perspectives in literature 24. construct products that persuade, inform, entertain, and instruct.



**I. ORGANIZATION OF RESOURCES**

Essential Question (s): What systems and procedures help the elementary school students acclimate to the media center?

Enduring Understanding (s): Through the initial media classes, students will learn about rules and procedures, circulation systems, and the district Acceptable Use Policy, which emphasizes privacy and Internet safety.

<b>Organization of Resources</b>				
<i>Proficiency/Objective</i> <i>Students will:</i>	<i>Standards</i>	<i>Suggested Activity</i> <i>Students will:</i>	<i>Evaluation/Assessment</i>	<i>Teacher Notes</i>

<p>1. Demonstrate an awareness of media center rules and procedures.</p>	<p>R.F.4.a SL.1.a <b>Tech:</b> K-2: 8.1.5.D.1  8.1.5.D.2 3-5: 8.1.5.D.3  8.1.5.D.4</p>	<ul style="list-style-type: none"> <li>● Listen to a brief presentation on: circulation policy rules and procedures of media center respond with a happy/sad face to media specialist's examples of appropriate/inappropriate behaviors.</li> <li>● Participate in a guided search activity for print and digital resources fiction, non-fiction, reference, biography.</li> <li>● Class rules collaborative project (poster, Google Doc, Google Slide, Google Classroom, Smore).</li> </ul>	<p>Demonstration of proper media center rules and borrowing procedures, appropriate decorum and responsible use of equipment Teacher observation</p> <p>Self-assessment</p> <p>Map or scavenger hunt results</p> <p>Q &amp; A</p> <p>Retrieval of information, games, creation of slides for presentation to classmates</p>	
<p>2. Demonstrate proper use and care of media center materials and equipment.</p>	<p>R.F.4.a <b>Tech:</b> K-2: 8.1.2.A.1 9.2</p>	<ul style="list-style-type: none"> <li>● Create a Video using Photobooth to demonstrate proper use and care</li> </ul>	<p>Q &amp; A  discussion</p>	

3. Identify types of media center materials	.R.F.1 <b>Tech:</b> K-2: 8.1.2.A.1 3-5: 8.1.5.A.1	<ul style="list-style-type: none"> <li>● Listen and respond to stories that convey message of responsibility</li> <li>● Practice using shelf marker</li> <li>● Experience the same story in various digital/print formats</li> <li>● Listen to book talks on magazines</li> <li>● Interactive with web sites to differentiate various Media Center materials</li> </ul>	<p>comparison of story elements</p> <p>observation of students using shelf marker</p> <p>student use of magazines for research/pleasure reading</p>	
4. Locate various sections of the Media Center	R.F.1 .R.F.1 <b>Tech:</b> K-2: 8.1.2.F.1 3-5: 8.1.5.F.1 9.2	<ul style="list-style-type: none"> <li>● Take tour of media center</li> <li>● Students create a map to simulate our Media Center and label different sections (fiction, easy fiction, etc.) in a Google Slide presentation</li> </ul>	<p>Use signs to label sections of media center</p> <p>Student-label maps</p>	

<p>5. Recognize and comprehend vocabulary of library/information skills</p>	<p>.L.5.b .R.I.6 .R.I.4 R.I.4 .R.I.4 <b>Tech:</b> K-2: 8.1.2.D.1 3-5: 8.1.5.E.1</p>	<p>(K-2)</p> <ul style="list-style-type: none"> <li>● Define: Title, author, illustrator, publisher, title page, verso, frontispiece, end papers, copyright, dedication, spine, call number, glossary, table of contents, OPAC, fiction, (3-5) nonfiction, index, guide</li> <li>● words, entry</li> <li>● Play vocabulary games Periodically review and</li> <li>● integrate vocabulary Review terms using a Jeopardy Game in Google</li> <li>● Slides Take part in an Online Scavenger Hunt</li> </ul>	<p>K-2) Games, riddles, crossword puzzles, bingo, matching, scavenger hunt, student demonstration, quiz, Q &amp; A</p> <p>(3-5) Games, Match words and definitions.</p>	
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<p>6. Demonstrate an awareness of alphabetical order in organizing information.</p>	<p>R.I.5 R.F.1 F.1.d .R.I.7 R.I.7 R.I.7 <b>Tech:</b> K-2: 8.1.2.E.1</p>	<p>(K-2) Create call numbers using</p> <ul style="list-style-type: none"> <li>● surnames as author names Arrange themselves</li> <li>● alphabetically by call numbers Arrange miscellaneous</li> <li>● cards/books in alphabetical (3-5) order</li> </ul>	<p>Use of accurate call numbers</p> <p>Indicate correct sequence of call numbers</p> <p>Students self-assessment with checklist on Google Forms</p>	
	<p>3-5: 8.1.5.E.1</p>	<ul style="list-style-type: none"> <li>● Differentiate among the different areas of the library: fiction, non-fiction, biography, reference, magazines</li> <li>● Illustrate the 10 Dewey categories, play Dewey decimal games</li> <li>● Explore online Digital Stories Web site emphasizing library organization</li> <li>● Participate in Interactive web based on ABC order activity.</li> </ul>	<p>Observation</p> <p>Compete a Word document</p> <p>Teacher Observation and questioning</p>	

<p>7. Be introduced to the location of materials through navigation of the OPAC</p> <p>7. continued</p>	<p>.R.F.1 R.I.5 R.I.7 R.I.7 .R.I.7</p> <p><b>Tech:</b> K-2: 8.1.2.E.1 3-5: 8.1.5.E.1</p>	<ul style="list-style-type: none"> <li>● Use the analogy of home address for book location while introducing catalog system</li> <li>● Observe teacher modeling of catalog navigation using author, title, subject, and keyboard or “all words” searches</li> <li>● Use information obtained during search to locate books</li> <li>● Access other libraries OPACs</li> </ul>	<p>Participation in simple searches when developmentally appropriate</p> <p>Q and A</p> <p>Teacher Observation</p> <p>Complete Practice worksheets</p>	
		<ul style="list-style-type: none"> <li>● Access OPAC and search for favorite book titles</li> </ul>	<p>Complete Scavenger hunts</p>	

**II. Search Strategies**

Essential Question (s): What skills are needed to access materials, both print and digital?

Enduring Understanding (s): a. Students will demonstrate their ability to search the OPAC by author, title, subject and “all words”.

b. Students will demonstrate their ability to search print, online databases and other resources.

<b>Search Strategies</b>				
<b><i>Proficiency/Objective</i></b> <i>Students will be able to:</i>	<b><i>Standards</i></b>	<b><i>Suggested Activity</i></b> <i>Students will:</i>	<b><i>Evaluation/Assessment</i></b>	<b><i>Teacher Notes</i></b>

<p>8. Use information (recall, paraphrase, extend) that is listened to and/or viewed.</p>	<p>SL.2 SL.I.c .SL.2 SL.2 R.I.6 <b>Tech:</b> K-2: 8.1.2.B.1 3-5: 8.1.5.B.1 9.2</p>	<ul style="list-style-type: none"> <li>• Recall previous knowledge of a subject and build on knowledge base using information from text (KWL)</li> <li>● Find the main idea, choosing from four phases</li> <li>● Explain concepts and details gained through reading, listening, and viewing</li> <li>● Examine advertisements and websites, recognizing that some information may be for commercial purposes</li> </ul>	<p>Online sequence of events activity on Google Docs</p> <p>Summarize and/or give an opinion about an article from an online periodical</p> <p>Teacher Observation</p> <p>Q&amp;A</p>	



<p>9. Identify, locate and utilize various components of print materials, ex. Table of contents, index and glossary</p>	<p>R.F.1 .R.I.5 .R.I. (K-2) W.8 R.I.9 <b>Tech:</b> K-2: 8.1.2.D.1 8.1.2.E.1 3-5: 8.1.5.D.2 8.1.5.E.1</p>	<p>●  Summarize book topic using only ● title and table of contents as a class or individually Find new vocabulary words ● introduced in the ● story using the book's glossary Practice index Use parts of a book to find answers to questions on topics relating to current classroom (3-5) curricula ● Use text structures to locate answers: skim, scan,</p>	<p>Complete Summary statement  Complete Definitions  Observation  Complete Word Document and Q&amp;A  Outlines/webs (kidspiration)</p>	
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9. continued		<p>summarize, synthesize</p> <ul style="list-style-type: none"> <li>● Navigate ebooks and identify text features</li> <li>● Use Google Doc to collaborate to create instructional nonfiction text feature instructional doc</li> </ul>	<p>Complete Graphic organizer</p> <p>Communication of results via Google Doc</p>	
10. Demonstrate an understanding of basic reference sources (map, atlas, dictionary, encyclopedia)	<p>R.I.5 .W.7</p> <p><b>Tech:</b></p> <p>K-2:</p> <p>8.1.2.E.1</p> <p>8.1.2.F.1 3-5:</p> <p>8.1.5.E.1</p> <p>8.1.8.F.1</p>	<ul style="list-style-type: none"> <li>● Use maps of amusement parks, zoos, or malls to follow a path to a series of locations (K-2)</li> <li>● Locate information in the encyclopedia or dictionary on topics currently being studied in class</li> </ul>	<p>Complete written list of steps on path</p> <p>Work in cooperative groups to complete work document</p> <p>Complete a Pathfinder on Google Docs and shared with group</p> <p>Complete game with partner assessment</p> <p>Complete practice sheets on using guide words</p>	

11. Recognize the need to give credit to a source of information	.R.I.8 .R.I.8 R.I.6	<ul style="list-style-type: none"> <li>● Name an information source: book,</li> </ul>	Q&A	<i>When Marion Copied - Berg</i> (book from Upstart)
	<b>Tech:</b> K-2: 8.1.2.D.1 3-5: 8.1.5.D.1	magazine, encyclopedia, online source  <ul style="list-style-type: none"> <li>● Record sources in a simple works cited formatted</li> </ul>	Complete an online work cited activity	Easybib
12. Examine the need for privacy and safety when using the Internet.	S.L.1.a SL.1.a <b>Tech:</b> K-2: 8.1.5.D.3 3-5: 8.1.5.D.3 8.1.5.D.4	<ul style="list-style-type: none"> <li>● Respond to simple news stories of cases when students gave out family information</li> <li>● Explain the need for Internet and “netiquette”</li> </ul>	Teacher lead discussion  Q&A  Complete a Matching quiz  Complete an Internet Safety Tools quiz	

13. Recognize that information is available through various community resources, including museums and the public library	<b>.W.6 W.8 Tech:</b> K-2: 8.1.2.C.1 8.1.2.A.4 3-5: 8.1.5.C.1	● Name people who are information resources including teachers, librarians, community members and family	Q&A  Complete a Matching Game	
13. continued		● Identify community resources including libraries and museums		

**III. Leisure Reading**

Essential Question (s): What role does the Media Center play in encouraging leisure reading?

Enduring Understanding (s): a. Students seek self - selected reading material for pleasure and classroom assignments.

b. Students are able to find pleasure reading and material of personal interest in various genres of fiction and non-fiction in the elementary school library collection.

<b>Leisure Reading</b>				
<i>Proficiency/Objective</i> <i>Students will be able to:</i>	<i>Standards</i>	<i>Suggested Activity</i> <i>Students will:</i>	<i>Evaluation/Assessment</i>	<i>Teacher Notes</i>

<p>14. Develop an interest in and appreciation of literature</p>	<p>SL.2 .R.I.10 R.L.3 R.L.3 R.L.9 <b>Tech:</b> K-2: 8.1.2.B.1 3-5 8.1.5.B.1</p>	<ul style="list-style-type: none"> <li>● Discover information about specific authors and illustrators</li> <li>● Observe/thematic displays(author studies)</li> <li>● Make text to self, text to text, and text to world connections in response to a broad range of literature</li> <li>● Students will be exposed and respond to multicultural literature</li> </ul>	<p>Comparison/discussion activity</p> <p>Venn Diagram activity</p> <p>Teacher observation and student discussion</p> <p>Book talks and through book selection and circulation</p>	

14. continued		<ul style="list-style-type: none"> <li>● Use oral and dramatic formats to respond to literature</li> </ul> <p>(3-5)</p> <ul style="list-style-type: none"> <li>● Recommend interesting books to their peers in person and via online forums (Bookopolis)</li> <li>● Explore different types of books and their formats</li> </ul>	<p>Readers Theater activities</p> <p>Teacher observation and blog responses</p> <p>Students use of OPAC to find interesting books to read for pleasure but also to fit assignment and/or task</p>	
15. Demonstrate effective listening skills and comprehension	<p>SL.2 SL.I.c SL.2 SL.2 R.I.6 <b>Tech:</b> K-2: 8.1.2.E.1 35: 8.1.5.E.1</p>	<ul style="list-style-type: none"> <li>● Act out a story plot</li> <li>● Preview and make predictions about story plot</li> <li>● Participate in a repetitive story by reciting the refrain</li> <li>● Sequence the events of the story</li> </ul>	<p>Observation</p> <p>Student recalls details of story, characters, and plot</p> <p>Q&amp;A</p> <p>Group participation</p> <p>Summarize story by stating beginning, middle, and end</p> <p>Graphic organizer</p>	

<p>16. Distinguish between fiction and nonfiction</p>	<p>.R.L.5 R.I.9 <b>Tech:</b> K-2: 8.1.2.E.1 3-5: 8.1.5.E.1</p>	<ul style="list-style-type: none"> <li>● Compare fiction and nonfiction selections on the same topic</li> <li>● Categorize books as fiction or non-fiction</li> <li>● List words that describe fiction and nonfiction</li> <li>● Students in 3-5 can create a doc/slide to compare/contrast</li> </ul>	<p>Identification of presented books based on criteria</p> <p>Complete Quiz on fiction vs. nonfiction</p> <p>Brainstorm list words describing fiction and nonfiction books</p> <p>Completion of slides</p>	
<p>17. Demonstrate awareness and understanding of literary genres</p>	<p>R.I.6 R.L.2 R.L.5 R.L.5 R.L.5 <b>Tech:</b> K-2: 8.1.2.E.1 3-5: 8.1.5.E.1</p>	<ul style="list-style-type: none"> <li>● Discuss characteristics of each genre</li> <li>● Identify genre based on brief summary sentences (3-5)</li> <li>● Identify the elements of the literary genres: mystery, historical fiction, poetry, science fiction, fantasy, mythology and tall tales</li> </ul>	<p>Identification of genre characteristics</p> <p>Matching statement with genre</p> <p>Book talking about a variety of genres.</p>	



<p>18. Examine and identify different types of illustrations</p>	<p>R.L.7 R.L.7 <b>Tech:</b> K-2: 8.1.2.C.1 3-5: 8.1.5.C.1, 9.2</p>	<ul style="list-style-type: none"> <li>● Be exposed to various artistic styles of digital and print illustrations including: woodcut, collage, oil painting, pen and ink, cartoon, pastels, and watercolor</li> <li>● Create their own illustrations based on style demonstrated using digital tools/programs</li> <li>● Recognize how composition of illustrations convey a mood or enhance a story</li> </ul>	<p>Awareness of type</p> <p>Identification over time Recreation of illustration style such as collage and stamping for woodcut</p> <p>Discussion</p> <p>Identify illustration style and media for noted works</p>	
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<p>19. Compare writing styles and life influences through author/illustrator study</p>	<p>R.I.9 R.L.9 <b>Tech:</b> K-2: 8.1.2.E.1 3-5: 8.1.5.E.1</p>	<ul style="list-style-type: none"> <li>● Describe components of literary style including rhythm, pacing, and mood.</li> <li>● Explore a variety of literary formats including wordless books, rhyming books, etc.</li> <li>● Be introduced to authors and their personal experiences to understand how background and culture influence writing and story development.</li> <li>● view author's or publishing company's websites for additional background info</li> <li>● Listen and respond to a variety of stories by one author</li> </ul>	<p>Q&amp;A</p> <p>Student book selection</p> <p>Create author timelines of biographical or literary events – class product</p>	<p>Suggested authors: Tomie DePaola Jan Brett Chris Van Allsburg Mo Willems Eric Carle Dr. Seuss David Wiesner</p>
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<p>20. Recognize awardwinning literature and develop an awareness of why an award is given</p>	<p>W.7 R.L.9 R.L.9 R.L.9 <b>Tech:</b> K-2: 8.1.2.E.1  8.1.5.C.1</p>	<p>(K-5)</p> <ul style="list-style-type: none"> <li>● Identify Caldecott Medal through introduction of medal winning books</li> <li>● View medal websites to view book covers and award images</li> <li>● Discuss difference between medal and honor books</li> <li>● Recognize illustrators who have been honored multiple times</li> <li>● Respond to oral reading of award winning book. i.e. Caldecott, Newbery, Theodore Geisel, Coretta Scott King</li> </ul> <p>Students will discuss criteria needed to win</p>	<p>Voting on potential winning books with reasons for selection</p> <p>Teacher led discussion</p> <p>Q&amp;A</p> <p>Teacher led discussion</p> <p>Teacher led discussion</p> <p>Quiz on medal criteria</p> <p>Teacher led discussion</p>	
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- award

View Youtube of award presentation

<p>21. Develop independent selection of appropriate materials for curricular and recreational needs</p>	<p>.R.F.4.a .R.F.4.a <b>Tech:</b> K-2: 8.1.2.E.1 3-5: 8.1.5.E.1</p>	<ul style="list-style-type: none"> <li>● Locate fiction picture books and easy readers in alphabetical order by author's last name</li> <li>● Recognize numbers on spine labels as an indicator of informational book</li> <li>● Incorporate "just right" selection techniques in choosing appropriate reading level books</li> <li>● Listen to and independently read books for pleasure and information</li> </ul>	<p>Identify meaning of different spine labels</p> <p>Quiz</p> <p>Teacher observation</p> <p>Teacher observation</p>	
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22. Evaluate webbased information critically and competently	R.I.1 R.I.1 <b>Tech:</b> K-2: 8.1.2.D.1 3-5: 8.1.5.D.4	<ul style="list-style-type: none"> <li>● Define and explain copyright</li> <li>● Discuss the concept of intellectual property and why the protection of property is important</li> <li>● Explain the purpose of a bibliographic citation</li> </ul>	Written statements explaining copyright  Practice paraphrasing  Discussion of credit and ownership  Simple works cited	Use Easybib for Works Cited
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<p>23. Become aware of historical perspective in literature</p>	<p>R.I.3 R.I.10 R.I.10 R.I.5 <b>Tech:</b> K-2: 8.1.2.E.1 3-5: 8.1.5.C.1, 9.2</p>	<ul style="list-style-type: none"> <li>● Create timelines and identify events that occur simultaneously</li> <li>● Explain the type of information found in nonfiction and historical fiction books</li> <li>● Understand the difference between primary and secondary sources</li> <li>● Locate examples online for group to discuss</li> </ul>	<p>Create timelines based on research</p> <p>Written comparisons of different types of books</p> <p>Identification of examples of primary and secondary sources</p> <p>Teacher led discussion</p>	

<p>24. Construct products that persuade, inform, entertain and instruct.</p>	<p>SL.5 SL.5 SL.5 <b>Tech:</b> K-2: 8.1.2.A.2 3-5: 8.1.5.A.2  8.1.5.A.4. 9.2</p>	<ul style="list-style-type: none"> <li>● Produce some of the following: podcast, charts and graphs, PowerPoint slide, presentation, digital photography, Readers' Theater</li> </ul>	<p>Self-assessment of the finished product</p> <p>Observe students' task, focused interactions and cooperation</p>	
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**BIBLIOGRAPHY  
PROFESSIONAL****RESOURCE**

*The School Librarian's Workshop.* Library Learning Resources, Inc. P.O. Box 87, Berkeley Heights, N.J. 07922:

<http://www.school-librarians-workshop.com>

*School Library Learning 2.0: an online learning program for CSLA members and friends:*

<http://schoollibrary/earnings.blogspot.com>

*Schrock, Kathleen.* Kathy Schrock's Guide for Educators: <http://school.discoveryeducation.com/schrockguide/> Township of

*Parsippany-Troy Hills:* <http://www.parsippany.net/>

**DIGITAL REFERENCE SOURCES**

Grolier Encyclopedia Online:

America the Beautiful Encyclopedia

America

Grolier Kids

Lands and Peoples

New Book of Popular Science

Multimedia

Library of Congress: American Memory <http://memory.loc.gov/ammem/index.html> World

Book Online

SIRS Discoverer

EBSCO **WEBSITES**

Time for Kids. Time, Inc. 2014 <http://timeforkids.com>

50States. Marchex, Inc. 2014 <http://50states.com>

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## Appendix A: **Sample Authentic Assessment**

***Media Center Famous Women's  
Scavenger Hunt***

Click once on the hyperlink below to find the answers to questions 1 through 5. Once you are on the website, scroll down to find the answers. <http://www.enchantedlearning.com/inventors/women.shtml>

- 1) Who invented the first automatic dishwasher? State the year it was invented too.
- 2) What famous woman invented the first chocolate chips? What did she name the cookies that she baked?
- 3) When was the first liquid paper (white out) invented? Name the woman who invented this product.
- 4) When was the first disposable diaper invented? Name the woman who invented this product.

5) When were the first windshield wipers invented? Name the woman who invented them.

Click once on the hyperlink below to answer question 6.  
<http://inventors.about.com/library/inventors/blwomeninventors.htm> Read about Mary Dixon Kies who was the first woman to patent her invention.

6) What is a patent? Why is it important to patent an invention?

7) After reading about all of these famous women and their inventions, it is time for you to become an inventor! Describe something that you could invent that would make your life easier or more pleasant. Be creative!

### **Sample**

**B:**

You have been hired as a consultant for the Wide World of Summer Program, and have an unusual opportunity. The adults who design the courses want a middle school perspective on some of their new ideas for their proposed secondary summer enrichment program. You are an eighth grader known for your computer ability, and spend some time blogging about topics that interest you. Your computer teacher asked you to explore several topics to select websites to use with the students.

The topics the teacher gave you are:

1. Shakespeare-for a drama course.
2. The Environment-for a course titled Going Green!

To successfully accomplish this task, use Google to search each topic. Take the first page of results to select websites to compare. Rate the sites with the Evaluation criteria Worksheet, so you can suggest the best two for academic work during this summer program. You will present the results of your research and evaluation using a comparison chart format.

TEACHER NOTE: For each topic in this task, we enclose the first results page of a Google search. Please provide a fresh search so students will have the most current selection of websites to evaluate.

### EVALUATION CRITERIA FOR AN INTERNET WEBSITE

Your Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher Name \_\_\_\_\_

Title of Assignment \_\_\_\_\_

**Directions:** Complete this form for **each** Internet website that you use as a reference source for your assignment. **Remember to hand in a separate form for each site.**

**GRADE** the following statements.

**0 (zero) if you do not agree.**

**1 if you do agree.**

**Maximum grade – 12**

1. The information on this website is well organized, clear and easy to understand. \_\_\_\_\_
2. The information is updated regularly. \_\_\_\_\_
3. The website provides an email address, appropriate credits or contact information.
4. The author or organization is a known expert on the topic. \_\_\_\_\_
5. The website has good graphics. \_\_\_\_\_
6. The links on the site are easy to use and connect to other useful sites. \_\_\_\_\_

## **Appendix B: New Jersey Student Learning Standards and Modifications**



English Language Arts Standards: <http://www.nj.gov/education/aps/cccs/lal/>

21<sup>st</sup> Century Life and Careers Standards: <http://www.nj.gov/education/aps/cccs/career/>

Technology Standards: <http://www.nj.gov/education/aps/cccs/tech/>

Suggestions for Modifications and Adaptions: [Modifications and Adaptions](#)